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ABSTRACT

This report gives a general description of programs at Florida State, New York University, Ohio State, Purdue, Rutgers, Stanford, SUNY (Buffalo), Minnesota, Texas (Austin), Washington, and Wayne State. The survey encompasses various types of programs, including those offering M.A., M.A.T., M.Ed., Ed.D., Ph.D., and D.A. (Doctor of Arts) degrees. Staff and program services, students and degree programs, and strengths and needs of the programs as reflected by the survey are examined. A list of schools with graduate programs in foreign language education indicates degrees granted and enrollment figures to June 1969. (RL)

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GRADUATE PROGRAMS IN FOREIGN LANGUAGE EDUCATION IN UNITED STATES UNIVERSITIES

Report of A Survey

MODERN LANGUAGE ASSOCIATION, SEMINAR 21
Denver, Colorado December 28, 1969

In a meeting of this Seminar just one year ago, representatives of three universities presented a number of facets of the organization, goals and achievements of the graduate program in foreign language education on their campuses. At the same meeting, brief written descriptions of ten such programs were circulated among the attendants. In concluding that meeting, according to the minutes, it was agreed that a fuller description of all known programs offering graduate degrees in foreign language education would be of interest and benefit to the profession.

It was of considerable interest to me to learn some time later, after I had discussed this topic and the meeting of Seminar 42 with Prof. Joseph Michel, of the Foreign Language Education Center at the University of Texas at Austin, and had agreed to undertake a description of these programs, that just one day after the meeting of Seminar 42, exactly the same topic was identified as one of the chief problems within the concern of the Professional Preparation Committee of the American Council on the Teaching of Foreign Languages--a listing of graduate programs in foreign language education. Clearly, there is professional interest in such information as this study was intended to gather.

It was pointed out to me quite early by Dr. Robert Politzer of Stanford University, and others, that some difficulty would be encountered in determining just what I was looking for. Most universities of any size at all offer graduate degrees in French, German, Spanish and Russian, and so on. In general, these are designed to train research scholars in literature or linguistics, but in a few cases, the opportunity is granted to Teaching Assistants in these departments to receive specific guidance in pedagogy, as discussed so ably in the recent article in Foreign Language Annals by Hagiwara. Were these TA programs to be included in the study? In most of these same universities, the available master's degree will offer an option which allows varying degrees of concentration on pedagogy in connection with the course of study on the language and literature. Were these programs to be included in the study? Finally, a number of departments of curriculum and instruction within the Colleges of Education offer an option to the person seeking either the master's or doctor's degree to select foreign language as an area of concentration. Where would these programs fit into the study?

Without going into undue detail, I would like to say that the solution was simply to select for description programs in those universities which were

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seeking to train specialists in the full range of professional activities in foreign languages, whether this be instruction on the elementary, secondary or college and university level, supervision on these levels, research in instruction in foreign languages, utilization of instructional media in foreign language teaching, and the preparation of instructional materials in foreign language instruction. Perhaps, put more simply, I could say that we were seeking to describe those programs which have in mind MORE than the training of elementary or secondary foreign language teachers, or research scholars in the literature of the foreign language.

To establish a list for such a study, I first gathered copies of the material distributed at MLA Seminar 42 last year, then secured copies of the minutes of the Professional Preparation Committee of ACTFL. A letter was written to each program described and to each participant named, giving a list of the universities known to offer graduate degrees in foreign language education, and asking for any institutions that might be added. A similar letter was written to various leaders in professional organizations. The responses were interesting and thoughtful, but for the most part reported that the list appeared to be complete. The few suggestions received proved generally unfruitful. Thus, the list of universities reported on here is exactly the same as the group of universities presenting brief written descriptions to this Seminar one year ago, with the addition of just one, namely, Rutgers, which opened its graduate program in foreign language education with the 1969 Fall semester.

The universities studied, then, are as follows: Florida State, New York U., Ohio State, Wayne State (in Detroit), Purdue, Texas at Austin, SUNY at Buffalo, Stanford, Rutgers, and Washington (in Seattle). It appears that a program of the sort we have intended to describe here exists at the University of Minnesota, but repeated attempts to secure information concerning it have been unsuccessful. A number of others were studied but not included in this report. As time allows, a few comments will be made about the interesting or related programs not included as part of this study.

The areas studied can be considered in the following questions:

How are they organized? Where are they administratively located in the university scheme of things?

How are they funded?

How are they staffed?

What degrees and areas of concentration do they offer to the student?

What are considered by the persons active in these programs to be their areas of greatest strength and their areas of greatest need?

Nine GPFLE's are organized under the college of Education at their universities, some as academic departments, some as units within the department of Curriculum and Instruction or similar departments. One, at Texas, is interdisciplinary, and one, at Washington, is wholly within the German Department. In general there is close cooperation with the departments of language and literature, close enough in fact, so that in some cases the faculty hold joint appointments.

Giving support to the interdisciplinary nature of foreign language education, three of the programs studied have established boards of advisors or counsellors

representing a variety of academic departments, for advice on functions, directions, and policies which might well be considered.

In regard to funding, in every case the major source of financial support for the GPFLE is directly equivalent to the placement within the university administrative structure. Two of the programs, Texas and Ohio State, reported that they had some funding directly from the Graduate School. Five of the institutions studied indicated that they had some sources of funds from outside the university, largely federal funds through the NDEA or the EPDA. Texas mentioned some foundation funds as being available.

STAFF AND PROGRAM SERVICES. If we think of the "program" as I believe we should, as being simply the people and activities involved in the graduate level training of professionals in foreign language education, then it is clear that the staff of a GPFLE is different things to different people. The staff members are drawn from a variety of departments in most cases. We attempted to determine just how large the staff was in each case, and found that when the part-time personnel are added at their rate, that the full-time staff-equivalency ranged from one to six persons at the various universities. Because student programs vary so widely and because their course work can be taken from such a wide variety of areas, Stanford and Rutgers both declined to specify the size of the staff. Both, however, have one full-time staff member coordinating and administering, as well as teaching.

Besides teaching graduate courses in foreign language education, and administering the GPFLE, members of the program staff also teach undergraduate courses in the modern language and linguistics departments, conduct research, and serve on graduate examining, thesis and dissertation committees.

But there are other activities and services of the foreign language education centers. Two of them offer graduate degrees in TESOL, which is, after all, an area in foreign language education. Six others offer one or two courses in TESOL, with degrees in the area being variously granted by the departments of English, Linguistics or Speech.

Staff members of the GPFLE assist in the supervision of student teachers in eight of the universities, while four of them (and there is some overlapping here) indicate that graduate students also perform this function. This responsibility is of course limited to those graduate students having some teaching experience themselves. At OSU and Purdue the GPFLE staff assist in the supervision of TA's in departments of language and literature. It would seem that such a cross-disciplinary activity as this would be one of the very finest indications of good relations between the GPFLE and the departments of language and literature. Florida State has, until this current academic year, offered a course in methodology for the TA's of the departments of language and literature.

A visiting lecturer symposium was provided at three of the universities studied. Accomplished persons in the field were invited at regular intervals to present the results of their investigations and experience, often with informal contact opportunities in which staff and graduate students could query the lecturer on matters relating to his lecture and specialty.

Similarly, three institutions encouraged graduate students to present their own papers relating to their investigations at symposia or graduate students.

Newsletters and regional bulletins were distributed by four of the programs reporting, in which the activities of persons, insitutions and professional organizations were reported, current research and publication revealed, and inquiries were posted.

The exciting new subdiscipline of our academic interest, bilingualism, was receiving its share of attention at several of the GPFLE's investigated. Four of them had presented workshops or training institutes in the area. New York U. had a hand in the training of the teachers at Public School 25, the first bilingual school of the New York City school system. They anticipate an institute for the coming summer. Texas has presented bilingual institutes for elementary teachers the past two summers.

Consultative services to school systems in the establishment or revision of foreign language curriculum, in-service teacher training, establishment of bilingual programs, and related matters have been offered by all responding GPFLE's. Several report members of their staff haing served as consultants in foreign language curriculum in other countries of the world.

On six campuses having a GPFLE a foreign language education library, sometimes with an instructional media center, has been established, containing reference works, current publications in the various related fields, and curricular materials, as well as equipment illustrating and offering experience in the use of instructional media--visual as well as audio.

STUDENTS AND DEGREE PROGRAMS. An indication of the strength of various programs can be gained from their output and their enrollment. As you will see from the handout there have been over 500 master's degrees and 38 doctor's degrees granted bythe GPFLE's in the five years ending June, 1969. But the current enrollment in master's programs is well over 400, and, most exciting, the current enrollment in doctoral programs exceeds the total output of the last five years combined by almost four times. Even allowing for the inevitable withdrawal and the extended period for achieving the doctoral degree, it seems likely that the annual output can be anticipated to equal the total of the previous five years.

Three different degrees are being offered on the master's level by the GPFLE's studied: the M.A., the M.A.T., and the M.Ed. Most offer only one of these degrees, though at Stanford the option of either M.A. or M.A.T. is available. On the doctoral level, again three degrees are offered, the Ed.D., the Ph.D., or the D.A. At Texas, the Ph.D. degree granted is specifically designated as the "Doctor of Philosophy in Foreign Language Education." Only at New York U. can the student apparently select whether to take the Ed.D. or the Ph.D., though enrollment statistics appear to indicate that nearly all select the latter. One of the interesting developments in the field is the Doctor of Arts being offered at the University of Washington. Perhaps you saw the note in the October PMLA indicating that the University of Oregon seemed to be offering the first D.A. in the areas related to the MLA. When I saw this, I wrote to the editor pointing out

the D.A. at Washington, where the degree is offered by the Department of Germanic languages and is specifically designated as a degree in the college teaching of German. The PMLA note seemed to imply that the D.A. is to be thought of as an intermediate degree, perhaps preliminary to the Ph.D. This is certainly not the case at Washington, in which the degree is held to be every bit as rigorous as the Ph.D. of the same department, but with emphasis not on scholarly research in the literature but on pedagogical application of the advanced studies. It is significant that in its very first year of offering, that is, this Fall, the program enrolled ten students.

In the programs studied, we found that a wide range of areas is available to the graduate student for concentration of his studies. Already indicated are the areas of supervision, curriculum design, and research in foreign language instruction, available at each of the programs responding. Most also make it possible for the student to specialize in the foreign culture as a factor in language instruction, in FLES, in applied linguistics and psycholinguistics, literature instruction, television and other instructional media, including computer assisted instruction.

The means and standards by which students are admitted to the GPFLE's was considered in this investigation, the most interesting portion of the response relating to the degree of language proficiency required of the applicants, and how this proficiency was determined. Linguistic proficiency was measured by the grades and credits reported on the transcript, by scores on various standardized tests, by interview, by consideration of a tape submitted, or by recommendation of persons competent to judge language proficiency. Of course, a report of the Graduate Record Exam score, the student's grade point average, his teaching experience, and similar factors are regularly considered in determining his admission to graduate programs in foreign language education.

It was initially thought useful to try to make a comparison of degree requirements for completion of master's and doctor's level degrees. It was quite early determined, however, that the rich variety of degrees, goals, and facilities along with the traditional unwillingness to make exact specifications for doctoral degrees, concentrating rather on demonstrated scholarship--all these factors make comparison of degree requirements difficult. Nevertheless, it was determined that six of the programs studied do not require, for example, that the dissertation presented for the doctoral degree be experimental in design, although it is encouraged in several of these. It was learned that seven institutions insist that the dissertation deal with a topic specifically related to foreign language teaching or learning.

A query was made as to the means employed by the various centers for publicizing the activities of their programs, thereby attracting to it able graduate students. The four most widely reported means were the offering of assistantships, fellowships and scholarships, the presentation of the program at regional or district foreign language teachers' meetings, the distribution of descriptive bulletin board posters, and articles and advertisements in bulletins or journals addressed to foreign language teachers. A number of other means were also used, however, such as mailing descriptive material directly to graduates of departments of language and literature, and to teachers of foreign languages, as well as to state

supervisors of foreign languages and leaders in professional organizations, acquainting them with the degree programs being offered.

It was on the question of scholarship offerings that one of the most interesting discussions in the research took place. It is clear that to enter a doctoral program and prepare for a position, for example, as a supervisor of foreign language instruction, it would be necessary for a salaried professional person to leave that position and plan either to live off his savings for two to three years or live off the stipend of a teaching assistantship or fellowship of some sort. We are all acquainted with the problem. You have to have experienced teachers to make supervisors, but they have to be able to find some means to keep body and soul together while making the preparation. To my knowledge, only Ohio State offers a stipend reaching up as high as $6,000, still a modest amount in relation to a secondary teaching salary. It is an interesting query, raised by both Carmichael and Berelson in their in-depth investigations of the problems of graduate study, as to why a doctoral candidate's parents or family regularly participate in the costs of professional training when the goal is a medical or legal degree, but do so much less frequently when the goal is an academic degree. Under these circumstances, are the best possible candidates entering the graduate programs in foreign language education?

One of the most lively parts of the discussion in last year's Seminar 42, according to the minutes, centered around what becomes of the graduates of the GPFLE's. The list of areas entered is fully as wide ad the gamut of foreign language professions, and in at least two cases, reaching on into college presidencies. All reporting institutions have alumni who are teachers in language and literature departments of linguistics. Most have placed their people in foreign language instruction supervisory positions in city, district or state levels. Finally, a number have entered the very sort of program from which they themselves graduated, some establishing, some participating in graduate programs in foreign language education. Several have placed their graduates in the position of language laboratory director at colleges or universities, while governmental agencies and publishers have absorbed the energies of others.

STRENGTHS AND NEEDS. In asking directors of GPFLE's to indicate areas they held to be their greatest strengths and their most specific needs a three-fold purpose was held. First, it seemed this would be a means of seeking an evaluation of graduate level studies in foreign language education by the persons most responsible for them; second, it would be a means of gaining information by which improvement could be made in certain facets of the GPFLE's; and third, it would give an idea of the most highly valued features of such programs for the consideration of other universities which might be planning the establishment of a graduate program in foreign language education. It is significant that the most widely expressed strength in the programs was in the staff, as measured by its academic preparation, its scholarly publications, and its reputation among the enrolled candidates for graduate degrees. Almost as highly rated was the quality of students, whether determined by such standardized criteria as their GRE scores on admission or the responsibilities assumed following the granting of their degrees. Also considered strong features of the quality of the GPFLE's were the available libraries in foreign language education, the cooperative atmosphere with other academic departments related to the GPFLE, the consultative services rendered by the staff, and the symposium of visiting scholars.

What do the present directors consider among the most urgent of the needs of their programs? The three most specifically indicated were a foreign language education library and instructional media lab, better physical facilities for the GPFLE, and the establishing of a visiting scholar symposium. Four mentioned the need of additional staff members, and one director called this need urgent.

CONCLUSIONS. One of the conclusions gained as a result of this study is that there is an extensive, but very wholesome diversity of degree programs, both within the GPFLE's and between them. Further, it has become clear that there is now a break in the hold which literary scholars have long held on foreign language instruction. With the rise of GPFLE's, there is an opportunity for language instruction to be in the hands of persons trained for and specifically interested in the teaching and learning of language. Third, it is apparent that these programs are making an impact upon foreign language instruction, through the wide variety of professions entered by their alumni. And finally, the degree of this impact is clearly bound to increase as can be seen by the current increase in enrollment in graduate programs in foreign language instruction in United States universities.

The study leaves some unanswered questions, which I would like to raise. For example, how do enrollees and graduates of the GPFLE's rate their studies, their training in respect to the positions they have subsequently entered? How many GPFLE's can the profession adequately staff, and how many students can we hope to enroll? Is there a limit to the number of students we can place as graduates from this sort of program? Finally, and perhaps somewhat peripherally, why is it that the universities of New England, home of one of the most active Foreign Language conferences of the country, have not established GPFLE's?

GRADUATE PROGRAMS IN FOREIGN LANGUAGE EDUCATION IN UNITED STATES UNIVERSITIES

Degrees Granted by GPFLEs and Enrollment in GPFLEs to June 1969

University	Degrees Granted by GPFLE In The Last Five Years		GPFLE Enrollment in Academic Year 1968-69	
	Masters	Doctors	Masters	Doctors
Florida State U.	42	4	17	10
New York U.	153	6	77	17
Ohio State U.	67	11	71	37
Purdue U.	--	5	--	6
Rutgers U.	--	--	12**	4**
Stanford U.	100	4	37	7
SUNY/Buffalo	18	2	80	6
U. Minnesota				
U. Texas, Austin	12	6	21	35
U. Washington	80 *	--	14	10**
Wayne State U.	30	0	90	2
TOTALS	502	138	419	134

*"Plan II" MA candidates in the German Department, for Candidates intending to teach, rather than research.

**Fall Semester 1969 Enrollment for programs opening at that time.

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